

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13MO1

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Mr. Mark McGehee Ed.S

Official School Name: Nixa High School

School Mailing Address: 301 S Main Street
Nixa, MO 65714-8663

County: Christian State School Code Number*: 022-089

Telephone: (417) 724-3500 E-mail: markmcgehee@nixaschools.net

Fax: (417) 724-3515 Web site/URL: www.nixahs.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Stephen Kleinsmith Ed.D. Superintendent e-mail:
skleinsmith@nixaschools.net

District Name: Nixa Public Schools District Phone: (417) 875-5400

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Scott McDonald

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 7 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
9 Total schools in district
2. District per-pupil expenditure: 7395

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	220	219	439
10	196	206	402
11	246	200	446
12	206	189	395
Total in Applying School:			1682

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
88 % White
6 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 13%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	91
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	117
(3)	Total of all transferred students [sum of rows (1) and (2)].	208
(4)	Total number of students in the school as of October 1, 2011	1650
(5)	Total transferred students in row (3) divided by total students in row (4).	0.13
(6)	Amount in row (5) multiplied by 100.	13

8. Percent of English Language Learners in the school: 1%
Total number of ELL students in the school: 8
Number of non-English languages represented: 3
Specify non-English languages:

Spanish, Romanian, Ukrainian

9. Percent of students eligible for free/reduced-priced meals: 29%

Total number of students who qualify: 527

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

N/A

10. Percent of students receiving special education services: 9%

Total number of students served: 152

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>9</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>31</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>48</u> Specific Learning Disability
<u>14</u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>16</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>6</u>	<u>0</u>
Classroom teachers	<u>91</u>	<u>8</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>10</u>	<u>1</u>
Paraprofessionals	<u>11</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>18</u>	<u>13</u>
Total number	<u>136</u>	<u>22</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 18:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	93%	92%	90%	91%	93%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>387</u>
Enrolled in a 4-year college or university	<u>43%</u>
Enrolled in a community college	<u>31%</u>
Enrolled in vocational training	<u>1%</u>
Found employment	<u>16%</u>
Military service	<u>3%</u>
Other	<u>6%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

The mission of Nixa High School is to provide a quality, comprehensive education in a safe and accepting environment in which all students will acquire the knowledge, skills, strategies, and attitudes to become independent, productive, and responsible global citizens. The faculty and staff at Nixa High School (NHS) work to achieve this mission by keeping the school vision of "Learning First" as the beacon to guide their work. In 2001, NHS was selected as a grant school to implement the Professional Learning Community (PLC) model for school improvement by the Missouri Department of Elementary and Secondary Education. NHS works collaboratively to review and revise its mission, vision, commitments, and goals annually. The school attributes this work to its "Accredited with Distinction in Performance" status awarded by the state department of education for eleven years in a row with a 100% score on the state's Annual Performance Report.

Located in the southwest region of the state, NHS is in the heart of Christian County, one of the fastest growing counties in Missouri. As the largest employer in the town of 20,000 residents, Nixa Public Schools (NPS) is the pride of the Nixa community. Families who move to this area consistently rank the district's reputation as the primary reason for making Nixa their home. NPS has a rich tradition and legacy of educational excellence that dates back more than one hundred years. NHS currently serves a student population 1,675 students in grades 9 – 12 with all ninety-seven instructors being highly qualified.

With growth comes the need for expansion, and the Nixa community has supported every bond issue over the past forty years. In 2000, a new high school was constructed to accommodate growth. Since then, three construction projects have provided additional classrooms, technology, and extracurricular facilities. Throughout this growth, NHS has remained on a path of continuous improvement in academics that now places the school as one of the top performers in the state.

NHS students value their education as demonstrated by the 96.1% average daily attendance rate (ranked first in the state compared to other schools of its size). The rigorous academic offerings include honors, dual credit, advanced placement, and virtual classes. In 2012, NHS implemented the Blackboard learning management system to help students further develop 21st Century Skills. This technology allows parents and students to access schedules, assignments, and activities, which strengthens communication among students, parents, and the school.

Every Monday morning, NHS teachers meet in collaborative teams to focus on curriculum, instruction, and assessment to answer the four critical corollary questions based on Rick DuFour's PLC model:

1. What is it our students must learn as a result of this course, this grade level, and/or this unit of instruction?
2. How will we know our students are learning?
3. How will we respond when they do not learn?
4. How can we extend and enrich the learning for those who are already proficient?

These corollary questions guide our PLC teams in developing common assessments, analyzing data, and making decisions about curriculum and instruction.

This has resulted in impressive scores on the Missouri Assessment Program (MAP) and End-of-Course (EOC) exams. The number of NHS students who score proficient or advanced is routinely 20% points

higher than the state average in the five tested areas. NHS ranked number one in all subjects when compared to the schools in our conference and in the top 5% of all schools in Missouri. The past two years, the Biology I scores ranked number two and number four respectively in the state when compared to 522 Missouri school districts. ACT scores reached an all-time high of 23.7 last year, well above the state and national averages. Our student body averaged a 3.1 GPA on a 4.0 scale. Last year, 387 seniors earned over \$4 million in scholarships.

Elective courses include a wide range of programs tailored to meet the needs of the students, producing some of the strongest co-curricular programs in the state. The industrial arts program includes a building trades class that constructs a new facility in the Nixa community each year. The speech and debate program has yielded a national champion each of the past two years while the music, band, and drama programs consistently earn accolades, trophies, and awards throughout the Midwest.

Athletics are another source of pride for the school and the community. Teams compete at the highest classification in most sports and have earned multiple conference, district, and state championships. Community service is also valued as demonstrated by the annual Dare to Care Day as each student goes into the community to complete service learning projects. NHS students display character and servant leadership, which exemplify the school mission in action, and is yet another example why Nixa High School is deserving of the Blue Ribbon award.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A.

Nixa High School participates in the Missouri Assessment Program (MAP), which is designed to assess students' proficiency levels in the areas of English, math, science, and social studies, in accordance with state Course-Level Expectations (CLEs). MAP End-of-Course (EOC) tests for the subjects of English II, Algebra I, Biology I, American History, and Government are administered to NHS students upon course completion and mastery of the objectives. The state performance levels determined by those assessments are divided into four areas: Below Basic, Basic, Proficient, and Advanced. Although the state does not require the American History EOC exam to be given, NHS recognizes the importance of social studies as a discipline and the use of assessment data to help guide instruction.

Our strong academic tradition goes back to the early days of the MAP test when our communication arts scores were recognized as a "Missouri Top 10 Performing" school. We continue to strive for 100% of our students reaching the proficient and advanced levels of performance. EOC exams are not the only tool that helps teachers and administrators plan for student success. The PLAN test is administered to all 10th grade students. The counselors use these results to analyze students' strengths and weaknesses, and teachers may access this data to differentiate instruction. Many students also take the ACT for college entry. Our ACT results have been among the highest for public high schools in Southwest Missouri. In addition, NHS uses a variety of common, formative, and summative assessments that have been developed collaboratively through the Professional Learning Communities (PLC) model to determine student progress and guide instruction.

B.

In both mathematics and English, the percentage of students scoring in the advanced and proficient levels of the MAP exams has increased significantly since 2008. Beginning in 2009, the MAP changed to the current EOC test from the previous grade span test. Between 2008 and 2009, mathematics scores increased 7.1% while English scores increased a dramatic 38.9%. Since the implementation of the EOC tests, mathematics has increased from 74.9% in 2009 to 78% in 2012 in the proficient and advanced categories. English scores have increased from 87.8% in 2009 to 91% in 2012 in the proficient and advanced categories. These gains are indicative of progress towards achieving 100% of our students being proficient or advanced in mathematics and English. These increases are also evidence of the "best practices" that are a daily part of instruction at NHS.

Several factors can be attributed to the high achievement level of the students at Nixa High School. First and foremost is the continued progression of the PLC model. Through the PLC model, teachers collaborate regularly on curriculum, instruction, and assessment (CIA) in order to provide the best possible learning opportunities for students. Response to Intervention (RtI) has also become part of our culture at NHS. Beginning in 2011, the staff completed a book study on *Pyramid Response to Intervention*. Faculty also received onsite training from the co-author, Austin Buffum, on how to blend the PLC and RtI models. Another key factor is the culture of high expectations that is shared by staff members as well as parents. NHS is part of a school district and community that has fostered high academic expectations for decades. Teachers and staff members truly operate as our vision states, "Learning First." A third important factor contributing to our increase in test scores is the ongoing integration of technology and 21st Century Skills in our courses. Over the last five years, the number of interactive white boards, student response systems, and LCD projection systems have grown from a few scattered throughout the building to becoming the norm. With the added technology, teachers have become more proficient at formative assessments that help guide and differentiate instruction which in

turn provides more targeted learning opportunities for their students. Finally, Nixa High School offers multiple interventions and opportunities for students to receive the extra time and help needed for some to master the essential skills. During the school day, RtI takes places for 25 minutes for those identified students Tuesday through Friday. The after-school tutoring program TEAMS (Teaching Effectively and Mentoring Students) and Extended Learning Opportunities (ELO) provide students with targeted intervention and enrichment in core areas. Prior to EOC testing in the spring, after-school reviews are offered and well attended by students.

Although our 2012 test data shows some of our subgroups lagging behind the overall population, the IEP subgroup has made significant progress since 2008. In order to address subgroup scoring gaps, departmental teams have identified specific students to attend TEAMS tutoring to receive extra help with skill deficits. In addition, students who have those deficits are also provided assistance during the school day through the Pyramid of Interventions. Also, each core area offers evening tutoring for two hours on Thursday nights to allow those students with after-school activities the opportunity to get help in needed areas. Progress monitoring and continual assessment are integral parts of ensuring success for all students.

2. Using Assessment Results:

Nixa High School focuses on student learning; therefore, assessment is an integral part of the instructional process. Careful attention to testing results ensures NHS's consistently high performance on state-mandated exams. The faculty uses state assessment data (MAP and EOC scores) to ensure that curriculum is aligned with course-level expectations (CLEs). Teachers also use individual student data to determine correct class placement, to provide students with differentiated instruction, and to offer tutoring or enrichment as needed.

Assessment results (both state and local) drive our student tutoring program. Teachers work with small groups of students in Tutoring Effectively and Mentoring Students (TEAMS) and with larger groups of students in Extended Learning Opportunities (ELO). Transportation is provided for students who need to stay after school. Individual teachers use formative and summative assessment data to plan tutoring sessions for their students. Students who score below proficient on previous years' MAP or EOC exams are required to attend Student Tutoring and Academic Resource (STAR) during the school day to provide enrichment and test-taking strategies to prepare them for future assessments.

As a PLC, the teams analyze assessment results during weekly collaboration meetings. Core teams utilize common assessments to ensure that all students are taught and assessed the written curriculum consistently. Teachers analyze summative assessment results to see which areas require additional teaching or enrichment. Another key component of PLC is sharing best practices to create both formative and summative assessments. Using these test results allows teachers to revise curriculum to meet the individual needs of the students and the state requirements. Departments have high expectations, and teachers focus on developing a good rapport with students to help them meet these goals.

At the classroom level, teachers use formative assessments to measure student learning and provide immediate feedback. Many departments use student-response systems to monitor student comprehension and to adjust instruction to meet students' needs or use differentiated instructional methods.

Teachers assist struggling students after school in district-paid tutoring sessions with a limiting ratio of one teacher for every four students. TEAMS tutoring provides time for re-teaching various concepts, retaking an assessment, or revising a project.

The mathematics department gives benchmark assessments routinely to prepare students for comprehensive exams. This allows students to build foundational skills for future math classes. The history and science departments use benchmark assessments to ensure that all CLEs are met prior to state

exams. The teachers analyze test data and re-teach objectives to ensure students are prepared for the EOC exam.

Since 2011, the English and mathematics departments have been using Acuity, a rigorous online diagnostic assessment aligned with the common core state standards, three times per year. In addition to practicing online testing, students and teachers are provided with immediate feedback. This allows teachers to work with students for remediation or enrichment.

In addition to all the help provided to our struggling students, several classes are held for college-bound students to improve their scores. Core teachers offer six-week ACT preparation courses four times per year (aligned with ACT test dates). Teachers survey students to determine their areas of difficulty to guide instruction. NHS leads public schools in Southwest Missouri with a 23.7 composite ACT score. These classes have helped us improve our average ACT scores consistently.

NHS recognizes the importance of our students' academic successes, and students understand that the assessments they take are an important part of their academic record. The principals and counselors meet with each grade level to share past successes and motivate students to do their best. Teachers review test-taking strategies and reinforce curriculum. Individual student EOC results are distributed to parents and students to provide feedback on course-level mastery. Overall results are shared with the community through media outlets, websites, and parent-advisory meetings. In the spring, students and faculty enjoy a school-wide EOC celebration.

3. Sharing Lessons Learned:

NHS has established a reputation of excellence in all academic areas throughout Southwest Missouri. Since we consistently score near the tops of state tests, other districts view us as a leader in academic performance. As a result, NHS is devoted to sharing our best practices within our district and throughout the state. As part of a PLC, collaboration-within and between-departments is an integral part of our success. PLC teams meet every Monday to discuss and exchange best practices.

Due to our successes, other districts throughout the state continually look to us for guidance. All of our core subject areas receive dozens of phone calls, e-mails, and on-sight visits asking for strategies to prepare students for end-of-course exams. NHS also sends committee members to gain insight from nationally recognized schools, such as Adlai E. Stevenson, which first implemented the PLC model.

The Counseling Department at NHS is an annual presenter at the Missouri State Counselors Association. Presentation topics include Career Action Planning (CAP) conferences, which require parents and students to meet with a faculty advisor prior to scheduling, and the use of "arena scheduling," which provides students the opportunity to arrange their own schedules. The counselors also host on-sight visitors to explain the implementation of the Missouri Model Guidance Curriculum including advisory, CAP conferences, and arena scheduling.

In addition to attending local, state, and national conferences, several of our teachers have been presenters. NHS teachers routinely share lessons within our district on technology in the classroom (online classes, Blackboard, student response systems), best practices (PLC, Marzano, RtI, differentiated instruction), and teacher motivation and wellness. Our online learning coordinator presents at the Science Teachers of Missouri on integrating technology in the classroom. Our math department has presented at the Missouri Council of Teachers of Mathematics on technology and best practices. One of our English instructors presented at the National Council of Teachers of English on inclusive classrooms, examining the effects of author and teacher gender on student learning. Another teacher presented at the state Write to Learn conference on pop culture literacy, addressing how American culture communicates the views of society and students.

Finally, local universities also recognize the excellence of our teachers. NHS is a highly-requested destination for student teachers in Southwest Missouri. Many of our faculty members are adjunct instructors at local colleges. We take great pride in training future educators in proven methods of instruction.

4. Engaging Families and Communities:

Nixa High School has long recognized the importance of involving families and community in our school activities. While it is the individual student we are tasked with educating, we recognize methods, practices, and results significantly impact everyone living within our district. We have great success including parents and other community members in district-wide strategic planning. It is at this stage that high school specific topics are discussed, dissected, and analyzed before being implemented into policy. The parental input at this early point of the spectrum is invaluable. It is this exchange of parent perspectives with those of our professional educators that leads to better plans for students.

NHS also partners with community members throughout the year. The vocational advisory committee includes business owners, professionals, politicians, school faculty, parents, and students. The Community Action Team assists at-risk students on a case-by-case basis. Membership includes law enforcement, mental health professionals, ministerial alliance members, and social services.

There are several outstanding programs that focus on educating parents and students on how to best navigate the path to graduation. We begin working with our students and parents during the 8th grade year since anxiety is perhaps the highest at the beginning of high school. Families attend an evening program called Make High School Count to select courses, review graduation requirements, and discuss high school expectations. Families visit an exposition highlighting athletics, clubs, and co-curricular activities. At the beginning of the school year, freshmen orientation provides ninth graders an opportunity to tour the building, walk through their schedules, and meet their teachers. The evening concludes with an open house for parents.

Perhaps our most successful program is Career Action Planning (CAP). Each year, 98% of parents attend a CAP meeting with their students. Topics discussed include personal plans of study, transcript review, graduation progress/credit check, A+ scholarship eligibility, career pathways/clusters, and future coursework. Parents leave with a clear understanding of their student's progress, interests and goals. Students feel confident that teachers and parents support them throughout their high school experience.

During senior year, counselors assist students and parents with college or career readiness. NHS offers numerous workshops throughout the senior year: FAFSA applications, college and scholarship applications, financial aid advice, and scholarship information. Due to these efforts, our students and parents are able to focus on the student's future without feeling undue anxiety.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

NHS offers a diverse, comprehensive curriculum to prepare students to meet the challenges of higher education, technical training, military service, or entering the workforce. The curriculum offered is based on the Missouri Grade-Level Expectations (GLEs), Course-Level Expectations (CLEs), Missouri Show-Me Standards, ACT College Readiness Standards, and national curriculum standards for various content areas. In 2012, the Common Core State Standards (CCSS) are being integrated, which will lead to full implementation by 2014. The “Backwards Design” model was used to develop the curriculum and ongoing formative and summative assessments to evaluate student progress. Dual credit (DC) courses award college credit through Missouri State University.

The English department offers the following: English 1-3, Honors 1-3, English 4, Literature and Composition (DC), College Composition (DC), Appreciation of Literature, Media Broadcasting, Journalism, Advanced Journalism, Speech and Debate, Advanced Speech and Debate, Speech Interpretation, and Public Speaking. English Literacy is available for students with reading deficits. Students with IEPs may take Read 180, a computer-based course to improve reading skills.

The mathematics curriculum is designed to meet the needs of students from a wide range of skill levels. The following courses are offered: Math Explorations, Pre-Algebra, Math Concepts, Algebra Concepts, Geometry Concepts, Algebra 1-3, Geometry, Honors Geometry, Honors Algebra 2, Pre-Calculus, AP Calculus, and College Algebra (DC).

Science course offerings include the following: Physical Science, Honors Physical Science, Biology 1, Biology 2 (DC), Honors Biology 1, Applied Biology, Environmental Science, Ecology, Human Anatomy and Physiology (DC), Chemistry 1 (DC), AP Chemistry 2, Global Science, Earth Science 1-2 (DC), Forensics, Physics (DC), and Robotics.

Social studies curriculum includes the following: American History 1-2, Honors American History 1-2, American Government, Honors American Government, Economics (DC), World History (DC), Psychology, Sociology, and American History Advanced 1-2 (DC).

Visual and performing arts play a significant role in comprehensive education at NHS. The following courses are offered: Drama, Acting, Advanced Acting, Directing, Stagecraft, Intro to Drama and Theater Arts (DC), Art History, Art Foundations, Drawing, Painting, Design, Graphics, Art Portfolio (DC), Sculpture, Photography, Ceramics, Lifetime Art, Band, Advanced Band, Percussion, Music Theory, Piano, Music Appreciation, Men’s Choir, Women’s Choir, Advanced Women’s Choir, Concert Choir, and Chamber Singers.

Physical education courses include: Physical Education, Strength and Conditioning, Progressive Training, Cardio Fitness, and Health.

Foreign language curriculum includes the following: Spanish 1-5 as well as French 1-5.

Vocational courses offered on-site include: Keyboarding, Accounting 1, Accounting 2 (DC), Computer Applications (DC), Desktop Publishing, Entrepreneurship, Computer Skills, Advanced Business Management, Web Design, Personal Finance, Career and Family Leadership, Child Development 1-2, International Foods, Family Resource Management, Nutrition and Wellness, Family and Consume Sciences, Fashion Design, Interior Design, Woodworking 1-2, Building Trades, Home Maintenance, CAD 1, and CAD 2.

Vocational courses are also offered off-site through Ozarks Technical College. Students may choose from twenty different courses in six different career paths.

Junior Reserve Officers' Training Corps courses are also offered at NHS in conjunction with the United States Army. Three different courses are offered.

NHS is designated as an A+ high school by the state of Missouri. Students earn two years of tuition to a vocational/technical school or state junior college by meeting minimum requirements in attendance, grades, and tutoring.

NHS offers a multitude of college preparatory courses and vocational programs to meet the needs of students of all ability levels. SCORE (Second Chance on Receiving an Education) is our alternative education program located off-site serving approximately fifty students with smaller class sizes, more individualized attention, and a more flexible schedule. Virtual courses are also offered in several areas to allow students to experience on-line courses prior to college.

2. Reading/English:

The English department at NHS has created a culture of collaboration based on Rick DuFour's Professional Learning Communities. Our goal is for each student to improve his or her reading, writing, and critical-thinking skills. The thirteen teachers (all of whom hold a master's degree) are committed to their field of study, but more importantly, they are dedicated to student learning.

Each PLC team develops unit plans, common assessments, common scoring guides, and consistent policies for re-testing or revising. Teachers share best practices based on student learning to evaluate and revise units. In order to expose students to a wide variety of literature, nonfiction, grammar, and writing assignments, scope and sequence are reviewed and revised routinely.

Unit assessments are designed to prepare students for the EOC exam (9th and 10th grades) and for the ACT test and college or career readiness (11th and 12th grades). Freshmen and sophomores take the Acuity test, a diagnostic assessment aligned with the common core state standards, three times per year. Test results determine which students need differentiated instruction during the school day or at after-school tutoring sessions.

Independent reading is an integral component of English classes. One day each week is reserved for silent, sustained reading. Many teachers voluntarily participated in a book study of *When Kids Can't Read: What Teachers Can Do* (Kylene Beers, 2002). This class motivated teachers to incorporate research-based reading strategies into the classroom to help students reading below grade level and to assist high-achieving students who encounter difficult texts as they progress through honors and college-preparatory classes.

To accommodate students with special needs, the department offers two co-teaching sections for English I, English II, and English III. The special education department utilizes Read 180 and System 44 to assist more than forty students with IEPs who are reading below grade level. The direct-instruction, results-driven programs allow students to work on grade-level material during whole group instruction, but students also work independently at their grade-level on the computer, which provides immediate feedback. Last summer, more than thirty students who scored below proficient on the MAP assessment were placed in the Read 180 summer school program.

Students reading above grade level are challenged through dual credit offerings at NHS in collaboration with Missouri State University. The English department sets high standards for their students, and teachers strive to provide the support that each student needs to reach his or her own potential.

3. Mathematics:

At NHS the mathematics department utilized the practices of a Professional Learning Community long before we actually became a PLC school (fall of 2000). Teachers have always worked closely together to create common assessments and to conduct ongoing evaluations of students' progress to ensure the consistency of our curriculum. High School teachers communicate with junior high teachers as well as sixth grade teachers, counselors, and parents to ensure appropriate course placement and seamless student transition between grades and buildings.

The NHS mathematics curriculum focuses on spiral learning. Students use topics learned in previous mathematics courses and develop these skills to a higher level of difficulty. This curriculum was adopted to allow students to make connections among many mathematical topics and to provide them a comprehensive view of the subject. Teachers routinely involve students in opportunities to prepare them for success in life. Teachers use an evolving, current, rigorous curriculum that is frequently evaluated based on student needs and state and national standards. Our teachers have high expectations of our students.

All mathematics courses at NHS give comprehensive segmented tests several times a year to ensure students are retaining skills previously learned. Teachers evaluate assessment results to determine where students need improvement. Students who need extra help may attend outside-of-school tutoring or special tutoring during the school day. The mathematics teachers also provide extended learning opportunities during the evenings for help with homework, tutoring, or enrichment.

Co-teaching classes are utilized for students who need extra support and time in mathematics. These classes include math explorations, math concepts, and algebra concepts. The concepts classes are designed to prepare students for the Algebra I EOC over a two-year period. After-school and evening review sessions are offered prior to the EOC exam to better prepare students.

Mathematics classes are taught with an emphasis on technology. Teachers use graphing calculators, student response systems, airliners, and Smartboards when possible. Students also have access to Blackboard at home to keep abreast of assignments and other topics.

NHS also offers AP Calculus and dual credit College Algebra with a local university. We have an active math team that travels to contests monthly and produces state qualifiers every year. We also offer after-school ACT preparation courses eight times throughout the year.

4. Additional Curriculum Area:

The NHS science department is known throughout the state for the quality of science students it produces that possess the knowledge, skills, strategies, and attitudes to become independent, productive, and responsible citizens of the world. NHS science teachers have a diverse educational background; most of our teachers have advanced degrees or are National Board certified. Our science department prepares students to be responsible members of the scientific and non-scientific community. Our emphasis is to teach students science processes and problem solving.

By emphasizing and understanding the processes to solve problems, our science students consistently rank high on state and national tests as well as numerous local, state, and national science competitions. Our students' EOC test results are consistently ranked in the top ten school districts in the state of Missouri. NHS consistently places high in Science Olympiad and Science Fair contests. Last year we had more placements at the Missouri State University Science Fair than any other school district. Two years ago a Nixa freshman qualified for the World Science Fair held in Los Angeles. Typically, National Science Fair competition participants are juniors and seniors.

Our comprehensive science curriculum offers students at all levels a wide variety of science courses. NHS partners with Missouri State University to offer six different dual credit courses. Students also have a number of opportunities to work with real world applications in courses such as Robotics. We also offer AP Chemistry as well as Honors Physical Science, Honors Biology, Applied Biology, and Environmental Science. This wide array of classes enables us to reach all students regardless of their academic background and achievement level.

Our co-curricular activities help develop well-rounded students capable of making responsible independent decisions when it comes to their health and environment. Our Physics Team, Rocket Team, Green Team, Science Olympiad Club, Science Fair Club, and Science Club are some of the co-curricular activities we offer to enrich our students' science education. We also encourage students to be members of and take part in Medical Explorers offered to our students through Mercy and Cox Health Systems. We use these activities to help students become creative problem solvers by becoming more aware of the world in which we live. These groups help our students to become more responsible to both biotic and abiotic factors that exist not only in their school, but also in their world.

5. Instructional Methods:

NHS teachers differentiate instruction in all classes utilizing research-based, best-practice strategies to support students. Educators regularly collaborate to plan, design, and review instruction and assessment practices to increase achievement in individual students by following Rick DuFour's PLC model. For example, lessons are created based upon informal assessments such as observation checklists, standard mastery charts, or self-reflections in order to offer differentiated choices to meet the needs of all students.

Systemic, ongoing professional development has given educators the tools necessary to meet diverse needs to encourage creativity, communication, critical thinking, and problem solving in all students. In addition to training teachers to deconstruct learning standards and adjust instruction based on pre-assessment, formative, and summative assessment data, teachers are trained to gather student engagement data through Instructional Practices Inventory (IPI). This data is reviewed by staff which collaboratively works to create a plan of action to increase student engagement. Peer and teacher tutoring, small group collaboration, high-level questioning, and problem-solving techniques prove to be effective through continual academic success including graduation rates, after-graduation job placement, ACT scores, and EOC scores.

Individual academic support is provided through our ELL program, IEPs, 504 Plans, SCORE, gifted program, and Opportunities Plus (a teacher guided study skills class). An English Literacy class meets the individual needs of freshman students reading several years below grade-level, and math classes are designed to support all levels of student learning styles and abilities. National Honor Society members serve as tutors to other students during Student Tutorial and Academic Resource (STAR), which meets daily. Additionally, after-school tutoring is provided in small groups through TEAMS tutoring and during the evening at ELO for core areas. These programs provide both remediation and enrichment.

Honors courses have been implemented in all core classes and dual credit classes are available. Hundreds of students attend our local two-year college while completing core classes at NHS. These courses support students following the path of college and career choice.

Technology use helps prepare students with 21st Century Skills. Students use computer labs including the foreign language lab, SMART Boards, airliners, and student response systems. Online courses are offered through Opportunities Plus, and seniors may participate in the Nixa Virtual Academy to complete classes online. Teachers use Blackboard to communicate online with parents, students, teachers, and administrators. In addition, direct instruction is balanced with project-based learning to create global awareness to better prepare students for the workplace.

6. Professional Development:

Nixa High School's professional development program supports and is aligned to the district's professional development plan and the district's Comprehensive School Improvement Plan (CSIP). The main goal of the district's professional development program is to develop and improve teaching skills and strategies to increase student involvement and achievement. Each PLC departmental team within the high school reviews student achievement data to set departmental goals and determine action plans in order to reach those goals.

Weekly collaboration within each department provides opportunities to work on both building goals and departmental goals which might include reviewing common assessment data, updating curriculum, developing formative assessments, monitoring individual student progress for RTI groupings, or reviewing information obtained at a workshop.

More formalized professional development opportunities are ongoing and systematic throughout the school year. Prior to the start of school, teachers have the opportunity to participate in two full days of district-sponsored professional development with topics offered based on needs-assessment data from the previous year. These workshops are presented by master teachers from the high school and throughout the district. Additional professional development is offered for high school specific topics during the district kickoff day. Teachers attend vertical curricular meetings to review scope and sequence and to make them aware of revisions that might have taken place over the summer.

The building Professional Development Committee also helps to organize a district-wide Excellence Fair during a fall release day. All teachers in our district are required to participate in a variety of workshops presented by coworkers and experts in their particular fields. Our PD committee has brought in nationally acclaimed experts such as Austin Buffum (Pyramid Response to Intervention) and Eric Jensen (brain-based learning strategies) to provide teachers with best practices in promoting student achievement. Faculty members regularly use the Regional Professional Development Center as a resource for current knowledge and practice. Building administrators and lead teachers attend national conferences to stay abreast of the latest trends in education.

Additional formal professional development is provided each spring during a release day for addressing building specific goals. Each PLC department develops and implements specific plans to address the departmental goals, which are aligned to the building professional development plan. Examples of these plans include developing an ACT preparation workshop for students, reviewing state content standards, collaborating with another department to develop a thematic unit, or visiting area schools to look at successful instructional programs.

7. School Leadership:

As a highly functioning PLC, a collaborative leadership style has been integral for ensuring all stakeholders in the educational process have a voice. The sum of all participants working together toward a common goal creates a synergy at NHS that far surpasses what any individual could accomplish on his or her own. This high level of collaboration has also instilled a great sense of pride and ownership in the progress toward achieving our mission.

As the instructional leader of the school, the principal participates in a collaborative role with members of the educational community. Once a month, the principal participates in a district-wide administrative meeting with the superintendent, cabinet, and building-level principals from nine other buildings in the district. Topics covered include district-wide board policies, new practices that lead to increased academic success, and district initiatives that need to be consistently shared.

Every week, the principal collaborates with the administrative team. This team is comprised of one associate principal, two assistant principals, and one activities director. The team analyzes data from attendance and grade reports in an effort to discover trends and plan accordingly. Conversations often lead to specific interventions for individual students. The administrative team also reviews the practices and procedures of the school as well as weekly co-curricular, extracurricular activities, and community events that will be attended. This team regularly meets with the counseling department to review programs and resources.

PLC departmental collaboration time occurs Monday mornings. PLC chairs lead these meetings and create a weekly agenda. Departments review their essential learning outcomes, common assessments, data from End-of-Course exams, and plan to adjust curriculum and instruction. Building-level administrators participate in the collaborative meetings and use a rotation schedule to assist their assigned departments.

The principal and assistant principal also lead the Guiding Coalition, a leadership team that meets every three weeks and includes one member representing each department. The agenda for these meetings focuses on student achievement, pyramid response to interventions, dropout rates, attendance, and the building improvement plans. The minutes are shared with all staff members, and departmental representatives provide more specific information at departmental meetings.

The principal meets with the Cabinet/Leadership students to address school-wide issues on an as-needed basis. This facilitates open communication between the principal and the student body. The activities director routinely meets with Athletic Leadership Council to review extracurricular topics. It is vital for students to have a voice in school leadership.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: English MAP/EOC High School

Edition/Publication Year: 2008-2009, 2009-2012 Publisher: CTB/Riverside/Questar

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient+Advanced	91	84	91	88	49
Advanced	40	32	37	45	14
Number of students tested	434	405	404	383	354
Percent of total students tested	99	99	100	100	99
Number of students alternatively assessed	3	5	1	0	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient+Advanced	88	73	87	81	33
Advanced	30	17	31	30	5
Number of students tested	122	123	111	102	67
2. African American Students					
Proficient+Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	3	8	6	7
3. Hispanic or Latino Students					
Proficient+Advanced	Masked	82	Masked	Masked	Masked
Advanced	Masked	18	Masked	Masked	Masked
Number of students tested	7	17	1	6	9
4. Special Education Students					
Proficient+Advanced	54	33	50	30	5
Advanced	16	5	13	3	0
Number of students tested	38	42	19	35	44
5. English Language Learner Students					
Proficient+Advanced	Masked	Masked	0	0	0
Advanced	Masked	Masked	0	0	0
Number of students tested	1	1			
6.					
Proficient+Advanced					
Advanced					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. In 2010 the testing process in the state of Missouri was changed to reflect End-of-Course exams, however, Nixa High School implemented EOC test in the 2008-2009 school year.					

13MO1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Math MAP/EOC High School

Edition/Publication Year: 2008-2009, 2009-2012 Publisher: CTB/Riverside/Questar

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Apr
SCHOOL SCORES					
Proficient+Advanced	78	83	71	75	68
Advanced	36	38	21	26	22
Number of students tested	411	412	318	237	369
Percent of total students tested	98	97	99	100	100
Number of students alternatively assessed	0	5	4	1	0
Percent of students alternatively assessed	0	1	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient+Advanced	69	78	67	63	53
Advanced	30	30	17	21	9
Number of students tested	122	125	95	62	63
2. African American Students					
Proficient+Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	5	5	2
3. Hispanic or Latino Students					
Proficient+Advanced	Masked	81	Masked	Masked	Masked
Advanced	Masked	38	Masked	Masked	Masked
Number of students tested	7	16	5	2	5
4. Special Education Students					
Proficient+Advanced	41	50	52	Masked	21
Advanced	12	29	16	Masked	3
Number of students tested	35	24	32	5	32
5. English Language Learner Students					
Proficient+Advanced	0	Masked	0	0	Masked
Advanced	0	Masked	0	0	Masked
Number of students tested		2			3
6.					
Proficient+Advanced					
Advanced					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
In 2010 the testing process in the state of Missouri was changed to reflect End-of-Course Exams, however, Nixa High School implemented EOC test in the 2008-2009 school year.					

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